ACALANES UNION HIGH SCHOOL DISTRICT
1212 Pleasant Hill Road, Lafayette, CA 94549

BOARD AGENDA BACKUP

Board Meeting Date: May 17, 2006

Item: **Single Plan for Student Achievement**

Report ☒ **Discussion** ☐ **Action** ☐

Overview:

At the May 18, 2005, Governing Board meeting, the Single Plan for Student Achievement for each school in the district was discussed and approved by the Governing Board. These plans were designed to include goals for student academic growth for 2004-2006. The April 19, 2006, presentation to the Governing Board will serve as a progress report measuring current growth. During the fall semester of 2006, final growth data will be prepared, and new plans will be developed with appropriate growth targets.

Acalanes, Campolindo, Miramonte, and Las Lomas High Schools have shared for four common goals within their plans. These common goals are as follows:

- Increase the percentage of students scoring at the proficient or advanced level on the spring 2006 Algebra I CST by 10% (using the 2004 results as the baseline).
- Increase the percentage of students scoring at the proficient or advanced level on the spring 2006 English-Language Arts CST by 5% (using the 2004 results as the baseline).
- Increase the percentage of students scoring at the proficient or advanced level on the spring 2006 World History CST and the district World History assessment by 10%.
- All students in the Class of 2006 will pass the CAHSEE by June 2006.

Las Lomas High School set an additional goal as follows:

- Seventy-five percent of EL students scoring below the early advanced level on CELDT will move up one level from the previous year, one-third of EL students will achieve the early advanced level and/or maintain that level on the CELDT (using 2004 as the baseline).

Staff recommends the district World History assessment continue to be administered to all 9th grade students, but be used as a separate evaluative tool. There has been an apparent misalignment between student success on the content standards test in World History and the district World History essay questions. These questions have recently been redesigned to allow students to more aptly demonstrate the knowledge gained in the course.

Del Oro High School and the Acalanes Center for Independent Study utilize their chosen Alternative School Assessment Model (ASAM) indicators of success as Single Site Plan for Student Achievement goals. Del Oro High School is currently transitioning an ASAM goal and consequently collecting data regarding five 2005-2006 goals regarding the following:

- School-wide punctuality (not an ASAM goal after 2005-2006)
- School attendance
- Credits earned
- Percentage of student suspensions
- CAHSEE pass rate

The Acalanes Center for Independent Study utilizes four ASAM goals for evaluation of progress towards student achievement. These goals are as follows:

- Student attendance
- Student persistence – drop-out rate
- High school graduation rate
- CAHSEE pass rate

Each principal or program director will review the progress towards meeting student achievement goals. Comments will include brief explanations of practices that have enhanced student academic growth.

Recommendation: None

Amount: N/A

Funding Source(s): N/A

Budgeted: **Yes:** ☐ **No:** ☐

Prepared by: John Stockton

Reviewed by Signature: John Stockton, Associate Superintendent

Superintendent's Signature: Jim Negri, Superintendent

Acalanes High School Single Plan for Student Achievement
2004-2006 GOALS
April 2006 Progress Report

1. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 Algebra 1 CST by 10% (using the 2004 results as the baseline).**

   Progress
   The Content Standards Test in Algebra is administered in April and is part of the STAR testing program. Students enrolled in Algebra take the Algebra CST assessment.

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005	**AHS/2004**	**AHS/2005**
Advanced	8%	7%	0%	0%	0%	*	**5%**	**6%**
Proficient	42%	61%	10%	20%	0%	*	**31%**	**50%**

   Acalanes students achieving Proficient or above on the Algebra CST improved from 36% to 56% from 2004 to 2005. This equates to a 55% increase in the percent of students achieving at a proficient or higher level.

2. **Increase the percentage of students scoring at the Proficient or Advanced Level on the Spring 2006 English-Language Arts CST by 5% (using the 2004 results as the baseline).**

   Progress
   The Content Standards Test in English-Language Arts is administered in April and is part of the STAR testing program. All 9th, 10th and 11th grade students take the English-Language Arts assessment.

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005	**AHS/2004**	**AHS/2005**
Advanced	45%	59%	41%	49%	33%	49%	**41%**	**53%**
Proficient	34%	29%	32%	33%	36%	30%	**34%**	**31%**

   Acalanes students achieving Proficient or above on the English-Language Arts CST improved from 75% to 84% from 2004 to 2005. This equates to a 12% increase in the percent of students achieving at a proficient or higher level.

3. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 World History CST and the AUHSD World History assessment by 10%.**

Progress

The Content Standards Test in World History is administered in April and is part of the STAR testing program. All 10th grade students take the World History CST assessment. 99% of the 10th grade students take the World History course during their 9th grade year.

	10th/2004	10th/2005
Advanced	**37%**	**40%**
Proficient	**24%**	**29%**

Acalanes students achieving Proficient or above on the World History CST improved from 61% to 69% from 2004 to 2005. This equates to a 13% increase in the percent of students achieving at a proficient or higher level.

4. **All students in the Class of 2006 will pass the CAHSEE by June 2006.**

Progress

As of March, 2006, seven students from the Class of 2006 had not passed one or both parts of the California High School Exit Examination. Three are enrolled in the special day class and are working toward certificates of completion. Three are special education students. Each of these special education students has passed only one part of the CAHSEE. The seventh student is new to Acalanes and from out of state. He passed the mathematics part in November. He sat for the Language Arts component of the exam for the first time in March.

Campolindo High School Single Plan for Student Achievement
2004-2006 GOALS
April 2006 Progress Report

1. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 Algebra 1 CST by 10% (using the 2004 results as the baseline).**

   Progress
   The Content Standards Test in Algebra is administered in April and is part of the STAR testing program. Students enrolled in Algebra take the Algebra CST assessment.

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005	**CHS/2004**	**CHS/2005**
Advanced	0%	8%	0%	0%	0%	*	**0%**	**7%**
Proficient	36%	50%	20%	7%	0%	*	**31%**	**45%**

   Campolindo students achieving Proficient or above on the Algebra CST improved from 31% to 52% from 2004 to 2005. This equates to a 67.7% increase in the percent of students achieving at a proficient or higher level.

2. **Increase the percentage of students scoring at the Proficient or Advanced Level on the Spring 2006 English-Language Arts CST by 5% (using the 2004 results as the baseline).**

   Progress
   The Content Standards Test in English-Language Arts is administered in April and is part of the STAR testing program. All 9th, 10th and 11th grade students take the English-Language Arts assessment.

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005	**CHS/2004**	**CHS/2005**
Advanced	43%	70%	61%	57%	40%	62%	**48%**	**63%**
Proficient	37%	19%	30%	31%	37%	30%	**35%**	**27%**

   Campolindo students achieving Proficient or above on the English-Language Arts CST improved from 83 to 90 % from 2004 to 2005. This equates to a 8.4% increase in the percent of students achieving at a proficient or higher level.

3. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 World History CST.**

Progress

The Content Standards Test in World History is administered in April and is part of the STAR testing program. All 10th grade students take the World History CST assessment. 99% of the 10th grade students take the World History course during their 9th grade year.

	10th/2004	**10th/2005**
Advanced	**42%**	**43%**
Proficient	**37%**	**39%**

Campolindo students achieving Proficient or above on the World History CST improved from 79% to 82% from 2004 to 2005. This equates to a 3.8 % increase in the percent of students achieving at a proficient or higher level.

4. **All students in the Class of 2006 will pass the CAHSEE by June 2006.**

Progress

All students in the Class of 2006 at Campolindo High School have passed the CAHSEE.

Del Oro High School
Progress Report Single Site Plan for Student Achievement
April 2006

Preface: Goals #1, 2 and 3 for this plan are the same as the performance indicators that were chosen for ASAM (Alternative School Assessment Model). We feel that these goals address the needs of our student population (attendance/punctuality, credit acquisition and positive behavior). Goal 4 addresses the need for all of our students to pass the high school exit exam.

ASAM information: Long-term students have been enrolled for 90+ days. Commendable and sufficient describe performance that exceeds or meets performance for ASAM schools.

Site Plan Goals for 2004 – 2006

Goal 1 for Improving Student Achievement: Improve school-wide punctuality to 90% ("sufficient" level) for all long-term students.

Results for reaching this goal – during the 2004 – 2005 school year: 87.8%

Strategies used to improve punctuality:

- Positive reinforcement/recognition through daily/weekly incentives
- First period competition for best attendance/punctuality
- Contracts with students
- Phone calls to parents
- Brunch detentions

In September 2005, the ASAM goal of school attendance was added. We will continue to collect data on punctuality for 2005 – 2006 only.

Strategies used to improve attendance:

- Positive reinforcement/recognition through daily/weekly incentives
- First period competition for best attendance/punctuality
- Contracts with students
- Phone calls/letters to parents to reinforce importance of attendance
- SARB process

Next steps:

- Contractual agreements will be signed at orientation identifying student responsibility, parent responsibility, and school responsibility regarding attendance.
- Continue to utilize the SARB process to impress upon students and parents the importance of attendance and the laws mandating it.

Goal 2 for Improving Student Achievement: Improve credits earned to 9.1 average credits completed per month of enrollment ("commendable" level) for school year for all long-term students.

Results for reaching this goal – during the 2004 – 2005 school year: 8 credits earned per month of enrollment

Strategies used to improve credit acquisition:

- Positive reinforcement/recognition through incentive programs and monthly awards
- Make-up study sessions
- School-wide emphasis on work completion
- Contracts and counseling to encourage personal responsibility
- Identify students who are struggling due to low reading or poor vocabulary skills

Next steps:

- Continue to assess students to identify reading comprehension abilities.
- Offer remediation and appropriate instructional materials, as well as small group assistance to support the necessary interventions.
- Continue to work with students who have the ability to perform at grade level, but choose not to (due to lack of motivation to strive for success) to understand the meaning of deadlines and how their own procrastination gets in the way successfully completing assignments; break assignments down into smaller units so that students do not feel overwhelmed and get so easily defeated.
- Continue to find ways for all students to have access to the curriculum so that they can pass classes.
- Work towards establishing a standards-based and project-based curriculum; seek alternative ways to show competency.
- Staff will continue to develop strategies that will allow all students to become more motivated to be successful.

Goal 3 for Improving Student Achievement: Decrease number of suspensions to below 35% ("sufficient" level) for all unduplicated student citations for all long-term students.

Results for reaching this goal – during the 2004 – 2005 school year: 10% of the long-term student population was suspended for serious infractions.

Strategies used to reduce suspensions*:

- Contracts signed at orientation
- Quarterly reminder about school rules, which requires student signatures that they are reviewed the rules
- Disciplinary referrals are dealt with immediately
- Counseling sessions to encourage students to be good decision-makers
- Guest speakers with relevant messages
- Personal behavior contracts written (frequently written by students themselves)
- Before/after school detentions
- Contact parents regarding concerns
- Parent/guardian meetings

Next steps:

- Continue to work on building a "community" of respect through a shared vision of the power of education between students and staff – helping students understand the relevancy of why they are learning what we teach and how it will help them in the future.
- Develop a more thorough school-wide reading program that focuses on resiliency, including the possibility of starting a "book club" where students sign up for subject that is of personal interest.
- Discuss adding more hands-on electives to promote a positive feeling about school that extends beyond visual and auditory learning and taps into the kinesthetic/tactile performance and project-based learning.
- Work to increase community involvement (mentors, speakers) with Del Oro students.
- Increase the number of students who have jobs in the community and are required to follow the world-of-work rules

**Note: While we strive for these strategies and interventions to work, we are guided by law and district policy when it is imperative that a suspension be given.*

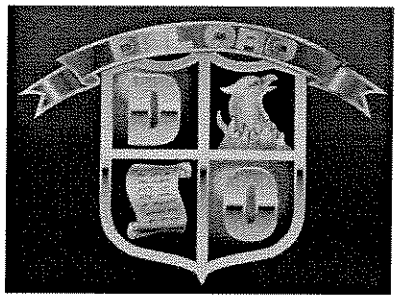
Goal 4 for Improving Student Achievement: All students will pass the CAHSEE by their graduation date.

Results for reaching this goal – during the 2005 – 2006 school year: 100%
One student who was enrolled in special education qualified for the 2006 CAHSEE exemption.

The attached chart reflects Del Oro's performance record for 2004 – 2005. Statistics for 2005 – 2006 will not be available until the school year ends.

The following information is available that can be used as a comparison:
2004 – 2005 – 50 long-term students; 104 enrolled during the school year
2005 – 2006 – 54 estimated long-term students; 115 estimated enrolled during the school year

Alternative Schools Accountability Model Performance Indicators



2004-2005

Performance Indicator Name	**Del Oro**	Commendable	Sufficient	Growth Plan
Suspension	**10%**	8%	35%	70%
Averaged Credits Completed (per month of enrollment)	**8**	9.1	5.5	4
Student Punctuality	**87.8%**	N/A	90%	N/A

2003-2004

Performance Indicator Name	**Del Oro**	Commendable	Sufficient	Growth Plan
Suspension	**36.07%**	8%	35%	70%
Averaged Credits Completed (per month of enrollment)	**7.1**	9.1	5.5	4
Student Punctuality	**85.4%**	N/A	90%	N/A

2002-2003

Performance Indicator Name	**Del Oro**	Commendable	Sufficient	Growth Plan
Averaged Credits Completed (per month of enrollment)	**6.3**	9.1	5.5	4
Student Punctuality	**79.5%**	N/A	90%	N/A

The first two levels, *Commendable and Sufficient* describe performance that exceeds or meets performance for ASAM schools. The third level, *Growth Plan* identifies performance that requires improvement that most schools should be able to make in a reasonable amount of time. Schools performing at the lowest level, *Immediate Action* would be expected to apply extraordinary measures to ensure improvement on the indicator.

Las Lomas High School Single Plan for Student Achievement
2004-2006 GOALS
March 2006 Progress Report

1. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 Algebra 1 CST by 10% (using the 2004 results as the baseline).**

   Progress
   The Content Standards Test in Algebra is administered in April and is part of the STAR testing program. Students enrolled in Algebra take the Algebra CST assessment.

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005	**LLHS/2004**	**LLHS/2005**
Advanced	2%	0%	0%	20%	4%	0%	**%**	**0%**
Proficient	23%	29%	16%	9%	0%	6%	**20%**	**21%**

Las Lomas students achieving Proficient or above on the Algebra CST improved from 20% to 21% from 2004 to 2005. The 1 percentage point increase equates to a 5% increase in the percent of students achieving at a proficient or higher level.

2. **Increase the percentage of students scoring at the Proficient or Advanced Level on the Spring 2006 English-Language Arts CST by 5% (using the 2004 results as the baseline).**

   Progress
   The Content Standards Test in English-Language Arts is administered in April and is part of the STAR testing program. All 9th, 10th and 11th grade students take the English-Language Arts assessment.

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005	**LLHS/2004**	**LLHS/2005**
Advanced	31%	54%	39%	33%	29%	39%	**33%**	**42%**
Proficient	37%	25%	32%	34%	32%	32%	**34%**	**30%**

Las Lomas students achieving Proficient or above on the English-Language Arts CST improved from 67% to 72% from 2004 to 2005. The 5 percentage increase equates to a 7.5% increase in the percent of students achieving at a proficient or higher level.

3. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 World History CST and the AUHSD World History assessment by 10%.**

Progress
The Content Standards Test in World History is administered in April and is part of the STAR testing program. All 10th grade students take the World History CST assessment. 99% of the 10th grade students take the World History course during their 9th grade year.

	10th/2004	10th/2005
Advanced	25%	26%
Proficient	26%	30%

Las Lomas students achieving Proficient or above on the World History CST improved from 51% to 56% from 2004 to 2005. The 5 percentage increase equates to a 10% increase in the percent of students achieving at a proficient or higher level.

4. **All students in the Class of 2006 will pass the CAHSEE by June 2006.**

Progress
As of March, 2006, 3 students from the Class of 2006 had not passed one or both parts of the California High School Exit Examination. Two are enrolled in the special education class and both students have met all the criteria to graduate. The other student is new to Las Lomas, transferring from a private school and is taking the exam for the first time at the end of the month.

5. **Seventy-Five percent of EL students scoring below Early Advanced level overall on CELDT will move up one level from the previous year, one third of EL students will achieve Early Advanced level and/or maintain that level on the CELDT (using 2004 as the baseline).**

Progress
The CELDT is administered in the fall. Sixty-one percent of the Las Lomas EL students scoring below the Early Advanced level previously moved up one level from the previous year.

Thirty-nine percent of the Las Lomas EL students achieved Early Advanced level and/or maintained that level on the 2005 CELDT.

Miramonte High School Single Plan for Student Achievement
2004-2006 GOALS
Progress Report

1. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 Algebra 1 CST by 10% (using the 2004 results as the baseline).**

Progress

The Content Standards Test in Algebra is administered in April and is part of the STAR testing program. Students enrolled in Algebra take the Algebra CST assessment.

2004 Test Results

	9th	10th	11th	Total
CST Algebra I				
Students Tested	111	36	2	149
% of Enrollment	30.5 %	10.1 %	0.6 %	
Mean Scaled Score	325.2	293.3	*	317.5
% Advanced	0 %	0 %	*	0 %
% Proficient	23 %	3 %	*	18 %
% Basic	53 %	36 %	*	49 %
% Below Basic	21 %	47 %	*	28 %
% Far Below Basic	3 %	14 %	*	5 %

2005 Test Results

	9th	10th	11th	Total
CST Algebra I				
Students Tested	90	31	1	122
% of Enrollment	25.8 %	8.4 %	0.3 %	
Mean Scale Score	342.8	327.3	*	338.3
% Advanced	0 %	0 %	*	0 %
% Proficient	38 %	16 %	*	32 %
% Basic	52 %	65 %	*	55 %
% Below Basic	10 %	16 %	*	12 %
% Far Below Basic	0 %	3 %	*	1 %

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005
Advanced	0%	0%	0%	0%	0%	*
Proficient	23%	38%	3%	16%	0%	*

Miramonte students achieving Proficient or above on the Algebra CST improved from 18% to 32% from 2004 to 2005. This equates to a 14% increase in the percent of students achieving at a proficient or higher level.

2. **Increase the percentage of students scoring at the Proficient or Advanced Level on the Spring 2006 English-Language Arts CST by 5% (using the 2004 results as the baseline).**

Progress

The Content Standards Test in English-Language Arts is administered in April and is part of the STAR testing program. All 9th, 10th and 11th grade students take the English-Language Arts assessment.

2004 Test Results

	9th	10th	11th
CST English-Language Arts			
Students Tested	356	351	320
% of Enrollment	97.8 %	98.0 %	95.0 %
Mean Scaled Score	392.2	392.9	388.6
% Advanced	49 %	55 %	43 %
% Proficient	35 %	28 %	40 %
% Basic	12 %	10 %	11 %
% Below Basic	2 %	5 %	4 %
% Far Below Basic	2 %	3 %	2 %

2005 Test Results

	9th	10th	11th
CST English-Language Arts			
Students Tested	343	360	343
% of Enrollment	98.3 %	98.1 %	96.6 %
Mean Scale Score	415.8	399.1	402.4
% Advanced	68 %	58 %	58 %
% Proficient	21 %	30 %	29 %
% Basic	10 %	9 %	8 %
% Below Basic	1 %	2 %	3 %
% Far Below Basic	1 %	0 %	2 %

	9th/2004	9th/2005	10th/2004	10th/2005	11th/2004	11th/2005
Advanced	49%	68%	55%	58%	43%	58%
Proficient	35%	21%	30%	20%	40%	29

Miramonte students achieving Proficient or above on the English-Language Arts CST improved from 83% to 88% from 2004 to 2005. This equates to a 5% increase in the percent of students achieving at a proficient or higher level.

3. **Increase the percentage of students scoring at the Proficient or Advanced level on the Spring 2006 World History CST and the AUHSD World History assessment by 10%.**

Progress

The Content Standards Test in World History is administered in April and is part of the STAR testing program. All 10th grade students take the World History CST assessment. 99% of the 10th grade students take the World History course during their 9th grade year.

2004 Test Results

CST World History	10th
Students Tested	351
% of Enrollment	98.0 %
Mean Scaled Score	390.2
% Advanced	44 %
% Proficient	30 %
% Basic	15 %
% Below Basic	5 %
% Far Below Basic	6 %

2005 Test Results

CST World History	10th
Students Tested	360
% of Enrollment	98.1 %
Mean Scale Score	396.4
% Advanced	42 %
% Proficient	40 %
% Basic	15 %
% Below Basic	2 %
% Far Below Basic	1 %

	10th/2004	10th/2005
Advanced	44%	42%
Proficient	30%	40%

Miramonte students achieving Proficient or above on the World History CST improved from 74% to 82% from 2004 to 2005. This equates to an 8% increase in the percent of students achieving at a proficient or higher level.

4. **All students in the Class of 2006 will pass the CAHSEE by June 2006.**

Progress

With the exception of one student who is not on a graduation track, and three students in a Special Day Class, all of our Class of 2006 students have passed the CAHSEE.

In November 2005 we tested eight seniors, (six were new to the school and two had not passed previously). We also tested nineteen juniors, (eleven were new to the school and eight had not passed previously).

ACALANES CENTER FOR INDEPENDENT STUDY
Progress Report on Single Site Plan for student achievement
April 19, 2006

DATA FROM THE 2003-04 SCHOOL YEAR IS BEING USED AS OUR BASELINE

Site Plan Goals for 2004-2006

1. **Attendance:** 85% of our students will be successful in student attendance (as measured by student work turned in during teacher meetings) and will fulfill the compulsory attendance requirements of the state of California.

   Results: 80% of the students enrolled (44 out of 55) fulfilled the compulsory attendance requirements.

   Strategies used to improve attendance:

- Intake interviews with students and parents to reinforce attendance requirements
- Weekly phone calls to students and parents when absent
- Letters sent home when student is absent
- Review student attendance at staff meetings
- Go over Graduation plan with student and parent
- Conferences with student, parent, teacher, administrator

Next Steps:

- Individual student attendance contracts
- Students moved to Adult Ed GED program
- SARB process
- Review current attendance program structure for possible change in 2006-2007

2. **Student Persistence** (drop out rate): During the 2003-04 school year, three out of thirty-nine students dropped out (7.7%). Student dropouts will be decreased by 20% each school year.

Results: In 2004-2005 there was 1 dropout out of a student enrollment of 55 for a dropout rate of 1.8%.

Strategies used to improve completion rate:

- Clearly delineate expectations at intake interview
- Monthly newsletter to parents
- Teacher/Administrator conferences with student
- Phone calls home to parents
- Discussion of student progress at staff meetings

Next Steps:

- Review current program attendance structure for possible changes next year
- Develop new elective program offerings for students
- Expand teaching staff
- Add a counselor to the staff to assist students

3. **High School Graduation** (credit and program completion through graduation): 80% of our students will graduate by or before their chronological graduation date (four years after entering high school).

Results: In the 2004-2005 school year 100 % of our students graduated by or before their chronological graduation date.

Strategies used to improve graduation rate:

- Careful monitoring of student schedules
- Creation of a graduation plan for each student
- Expanded use of Work Experience for students
- Use of DVC for elective classes
- Ongoing communication between staff and student/parents

Next steps:

- Improve attendance and graduation plans
- Expand course offerings
- Continue and expand communication with students/parents

4. **CAHSEE test Performance:** 100% of our students will pass the CAHSEE test by their senior year.

Results: In 2004-2005 there were 22 graduates. One student did not pass both sections of the test and one student did not pass the math section by completion of their senior year.
Note: In 2005-2006 we have one senior that has not passed the ELA portion of the CAHSEE as of March 22.

Strategies used to improve our passing rate on the CAHSEE:

- We started a CAHSEE prep class for students
- Used a variety of new instructional materials
- Worked individually with students to assist them
- New students were administered the Gates-MacGinitie Reading test
- All students were strongly encouraged to take the tests in grades 10 and 11

Next Steps:

- Exploring the use of on-line CAHSEE prep courses
- Evaluate the success of our afternoon and evening lab assistance program